

Communicative activity instructions

Tips for using Communicative activities

We have suggested the ideal number of copies for each activity. However, you can often manage with fewer, e.g. one copy per pair instead of one per student.

When Sts are working in pairs, if possible, get them to sit face-to-face. This will encourage them to really talk to each other, and also means they can't see each other's sheet.

If your class doesn't divide evenly into pairs or groups, get two Sts to share one role, or one student to monitor, help, and correct.

Extra idea

- If some Sts finish early, they can swap roles and do the activity again, or you could get them to write some of the sentences from the activity.

1A Families

A pairwork discussion activity

Sts describe and compare photos, and then discuss family-related issues. Copy one sheet per pair and cut into **A** and **B**.

Language

agreeing, half-agreeing, and disagreeing: *I see what you mean, but...* etc.

- Put Sts in pairs, **A** and **B**, ideally face-to-face, and give out the sheets. Tell them not to look at their partner's photo. Focus on **a**. Tell Sts when they describe their photo they should not just comment on what they can see, but say what they think of the photo, and what the image communicates.
- Set a time limit (e.g. two minutes) for **A** to describe his / her photo. Then give **B** two minutes to describe his / hers, and then tell them to discuss how the photos illustrate ways in which family life has changed over the past 50 years. When Sts have done this, they can show each other their photo.
- Now focus on **b**. Give Sts five minutes to read through their statements, choose the three they would like to talk about, and to think of some ideas. They can take notes if they wish. Help with any vocabulary as necessary.
- Finally, focus on **c**, and set a time limit (e.g. a few minutes). When the time is up, get feedback from the class by asking some of the pairs what statements they both agreed with and why.

Extra support

- Get Sts to look at the phrases for agreeing, half-agreeing, and disagreeing on p. 5 in the Student's Book and encourage them to use these phrases.

1B Have I got the job?

A job interview role-play

Sts take the roles of interviewers or candidates in a series of quick job interviews. Copy one sheet per 12 Sts. Cut off the candidate's role card and make five more copies of this. Then cut up all the cards.

Language

question formation, work vocabulary

- Divide the class in half. One group will be interviewers and the others candidates. If you have an uneven number, double up on one of the interviewers. With a very large class you may want to have interviewers work in pairs, interviewing individual candidates together.
- Give each interviewer (or pair of interviewers) and each candidate a role card. Give them five minutes to prepare their questions and answers. Interviewers should think of questions to elicit whether candidates fit the profile of the ideal candidate.
- Arrange the class so that the interviewers for the different jobs aren't sitting too close together. They should have an empty chair across from or next to them for the candidates.
- Send one candidate to each interviewer or pair of interviewers, and tell them to start. Remind interviewers to take notes to help them to remember the strengths / weaknesses of each candidate. After exactly three minutes, stop the interviews and get the candidates to move on for another interview. Continue until each candidate has been interviewed for all the jobs, or until you run out of time.
- Give the interviewers time to decide who they thought was the best candidate, and get the candidates to discuss which job they think they would prefer.
- Finally, get the interviewers to say who they would like to offer the job to. The chosen candidate must say if he / she will accept the job or not. If a candidate is offered more than one job, he / she must choose between them, and the interviewer should select another candidate for the job.

2A All about English

A reading and pairwork discussion activity

Sts read and discuss issues related to learning and using English. Copy one sheet per student.

Language

expressions related to language learning
giving opinions

- Put Sts in pairs and give out the sheets. Focus on **a** and tell Sts to read each of the statements. They should not discuss any ideas with their partner at this point.
- Focus on **b**. Tell Sts to discuss each comment with their partner. Encourage them to give reasons for their answers and to tell each other how they feel about it.
- When Sts have discussed all eight comments, get feedback on each comment from the whole class.

Extra idea

- You could get Sts to discuss a comment in pairs for a set time (e.g. three minutes), then get feedback from the class before moving on to discuss the next one.

2B Childhood questionnaire

A pairwork questionnaire

Sts choose six questions from a questionnaire about childhood to ask each other. Copy one sheet per student.

Language

narrative tenses, *used to* / *would* + infinitive

- Put Sts in pairs and give out the questionnaires. Focus on **a**, and give Sts time to read the questions and choose six to ask their partner. Elicit the meaning of *look up to* in 6 (admire or respect somebody) and *chores* in 8 (small jobs in the house like doing the washing-up).
- Then get Sts to ask and answer questions alternately. **B** should turn his / her sheet face down when **A** asks the first question. Highlight that most of the questions have one or two follow-up questions, and Sts should ask the first one, wait for their partner to answer it, and then ask the follow-up questions.
- Monitor and correct particularly any mistakes in the use of tenses, and help with vocabulary.
- When Sts have finished, get some feedback on the most interesting answers.

3A Reconciliation?

A role-play activity

- A free-speaking activity to promote fluency in which Sts role-play a conversation between a couple who have split up, but are considering getting back together again. Copy one sheet per pair and cut into **A** and **B**.

Language

arguing and persuading

- Put Sts in pairs, **A** and **B**, and give out the sheets. Try to pair Sts with someone of the opposite gender. If you have an uneven gender split, have women play men or vice versa. Make sure Sts can't see each other's sheets. If you have odd numbers, take part in the role-play yourself, or ask the extra student to act as 'counsellor' for one pair, to mediate and advise after they have discussed each point.
- Give Sts time to read their instructions. Sts should think about their role and what they are going to say. Tell them to decide on their priorities, and if there is anything they are not prepared to give up on.
- When Sts are ready, get them to sit face-to-face, and tell them to imagine that they have just arrived at a café. They are going to discuss the four areas on the sheet (remind them of the difference between *discuss* and *argue*). Set a time limit (but be flexible depending how the conversations are going), and highlight the instruction **Try to keep calm and don't lose your temper**.
- Emphasize that Sts should go through the areas one by one, first giving their own points of view, and then trying to reach agreement. Encourage Sts to discuss all the points.
- Finally, get feedback from some pairs and ask if they have reached any kind of agreement or reconciliation.

3B Historical film quiz

A group quiz

Sts revise conflict and warfare vocabulary through a film quiz. Copy one sheet per group of three or four.

Language

conflict and warfare vocabulary

- Put Sts in groups of three or four, and give each group a quiz sheet face down. Set a time limit (e.g. ten minutes) and tell Sts they will have to answer as many questions as possible in the given time.
- Tell Sts to turn over the sheet and start. When the time is up, say 'Stop' and check answers with the whole class. The group with the most right answers is the winner.

- 1 a Ancient Greece
b World War II
c Ancient Rome
d World War I
e In the late 1970s / early 80s (the Iran hostage crisis)
- 2 a 2
b 5
c 3
d 1
e 4
- 3 a Mozart
b Jane Austen
c Nelson Mandela
d Margaret Thatcher
e Stephen Hawking
- 4 Bill Murray b
Daniel Day-Lewis c
Alan Rickman d
Martin Sheen e (Josiah (Jed) Bartlet is a fictional president)
Robin Williams a
- 5 a *The Seven Samurai* (or *The **Last** Samurai*)
b *The Man in the **Iron** Mask*
c *The **Count** of Monte Cristo*
d *Saving **Mr** Banks*
e *The **King's** Speech*

4A Sound or noise?

A pairwork activity

Sts choose sounds / noises they like and don't like, and explain why to a partner. Copy one sheet per student.

Language

sounds and the human voice vocabulary

- Put Sts in pairs and give out the sheets. Focus on **a**, and give Sts time to choose the sounds they like and don't like. Help with any vocabulary as necessary.
- Now set a time limit, e.g. ten minutes, for Sts to compare and explain their choices.
- Get feedback on which sounds most Sts like / don't like.

4B First or last?

A reading and discussion activity

Sts read first and last lines of famous novels and decide if the lines are the first or the last ones in the book. Copy one sheet per student.

Language

describing books and films
speculation and deduction: *It must be / It's probably a last line because... It can't be / It's definitely not a first line because...*

- Give out the sheets and focus on **a**. Tell Sts to work individually to mark the lines **F** for first or **L** for last. Tell them to think of reasons for their choices.
- Now put Sts in pairs and focus on **b**. Give Sts time to compare and discuss their answers and match the lines to the novels.

- Check answers with the class. For each line, first find out what most Sts think and why, and then tell them whether it was the first or last line. Then check if they got the novel right.

1 L h	6 L g
2 L i	7 L b
3 F d	8 F a
4 F c	9 F e
5 F j	10 L f

- Finally, focus on **c**, and set a time limit (e.g. five minutes). Get some feedback from the pairs to find out which first lines they thought were the best.

Extra support

- You may want to revise some expressions for speculation and deduction before Sts begin.

5A Managing time

A questionnaire and free-speaking activity

Sts fill in a questionnaire about time management and discuss their results. Copy one sheet per student.

Language

expressing frequency
expressions with *time*

- Tell Sts that they are going to complete a questionnaire to find out how good they are at time management.
- Put Sts in pairs and give out the sheets. Tell them to fold their sheet along the line where it says **FOLD** and not to look at the results just yet.
- Focus on **a** and give Sts time to tick the appropriate box for each statement.
- When Sts have finished, focus on **b** and get Sts to compare their answers with their partner. They should read out the statement incorporating the adverb of frequency they have ticked, e.g. '*I never make a list...*', and then give reasons or examples.
- When Sts have finished, focus on **c** and tell them to look at the folded part of the sheet and give them some time to work out their scores and read the results. Get them to tell their partner which score group they were in, and whether they agreed or not.
- Get some quick feedback to find out who's the best / worst at time management.

5B Money

A pairwork activity

Sts interview each other to find out about their attitude towards money. Copy one sheet per student.

Language

money vocabulary

- Put Sts in pairs and give out the sheets.
- Focus on the instruction. Give Sts time to read the questions and to choose two from each section to ask their partner.
- Tell **B** to put his / her questionnaire face down. **A** interviews **B**, and then they swap roles.
- Get feedback from Sts to find out which questions they found most interesting.

6A Ask me a question

A pairwork activity

Sts ask and answer questions using verb + object + infinitive or gerund. Copy one sheet per pair and cut into **A** and **B**.

Language

verb + object + infinitive or gerund
let sb do sth, imagine yourself doing, etc.

- Put Sts in pairs, **A** and **B**, ideally face-to-face, and give out the sheets. Make sure they can't see each other's sheets.
- Tell Sts to quickly read through their questions. Help with any vocabulary as necessary.
- Focus on the task. Sts take turns to ask each other their questions and to answer their partner's questions. Remind Sts to ask each other for more information and encourage them to ask *How about you?* as a way of extending communication. Monitor and correct any grammar mistakes.
- Finally, get feedback on some of the most interesting answers.

6B Case studies

A pairwork evaluating activity

Sts read some case studies about people with obsessions and rate them 1–5 according to their seriousness. They then compare their scores with a partner. Copy one sheet per student.

Language

language related to obsession

- Give out the sheets and focus on **a**. Tell Sts that all these are based on real cases, although the names have been changed. Set a time limit for Sts to read the case studies and mark them from 1–5.
- When time is up, put Sts in pairs, and set another time limit for Sts to compare their scores and explain why they gave them.
- Get feedback by finding out which cases Sts found most / least serious and why.

7A Let's change the rules

A pairwork reading and discussion activity

Sts read and discuss some proposals and suggestions related to education. Copy one sheet per student.

Language

verbs to express permission, obligation and necessity
education

- Put Sts in pairs and give out the sheets. Focus on **a** and give Sts some time to read the statements. Tell them to decide how they feel about each one and remind them that they should support their opinion with reasons.
- Focus on **b**. Sts discuss each statement with their partner, giving reasons for their opinions. Monitor and correct any mistakes with verbs of permission, obligation, and necessity.
- When Sts finish, get some feedback from the class to find out which of the statements Sts feel most strongly about.

Extra idea

- Get the class to vote on which two of the proposals they would most like to see implemented in their country.

7B Public art?

A group discussion activity

Sts read about some public art on display in London and talk about art. Copy one sheet per student.

Language

art vocabulary

- Put Sts in groups of three or four and give each student a sheet. Tell Sts they are going to read about a public art initiative in London, then give them some time to read the information about the Fourth Plinth. When the time is up, ask some questions to check comprehension, e.g. *What was the plinth originally created for? Why wasn't it completed?* etc.
- Once Sts are clear about what the Fourth Plinth is, focus on the task. Set a time limit (e.g. five minutes) for Sts to read through the questions and to think of some ideas. They can take notes if they wish. After the time is up, tell Sts to discuss their ideas with the rest of their group.
- Finally, get the groups to share with the class the ideas they came up with.

8A Medical vocabulary definitions game

A pairwork activity

Sts extend their knowledge of medical vocabulary by describing medical-related words to each other and teaching each other new words. Copy one sheet per pair and cut into **A** and **B**.

Language

medical vocabulary

- Put Sts in pairs, **A** and **B**, ideally face-to-face, and give out the sheets. Explain that Sts have half the things in their picture labelled, and the other half not (their partner will have these labelled). Tell them to make sure they can pronounce all their words.
- **B** now starts by asking **A**, e.g. *What do you call the things that you use to help you walk when you have a broken leg?* **A** should identify the image that **B** is describing and then tell him / her what the word is, giving both the spelling and pronunciation. **B** then writes the word down. They then swap roles.
- Sts continue until they have labelled all their pictures. They can then compare their sheets to make sure they have spelt the words correctly. Check answers.

8B Travel role-plays

A pairwork role-play

Sts role-play being a dissatisfied tourist with a complaint, and a travel agency representative responding to a client's complaints. Copy one sheet per pair and cut into **A** and **B**.

Language

making complaints, travel and tourism vocabulary

- Put Sts in pairs and give out the sheets. Focus on **Role-play 1** and give Sts time to read their instructions and make some notes about what they are going to say.
- Set a time limit for Sts to do the first role-play. Monitor and make a note of any problems to deal with later.
- When time is up, stop the role-play and find out what agreement, if any, was reached. Monitor and provide feedback to the class.
- Now repeat the process for **Role-play 2**.

Extra support

- Before Sts begin you could write the following phrases on the board to help Sts.
Making complaints: *I'm very unhappy about / dissatisfied with... I think this is unacceptable / outrageous...*
Responding to complaints: *I see what you mean / I understand what you're saying / I can see why you feel like this, but... I'll do my best to...*

9A Animal quiz

A pairwork quiz activity

Sts ask and answer questions about unusual animal facts. Copy one sheet per student (there are separate **A** and **B** sheets).

Language

animal vocabulary

- Put Sts in pairs, **A** and **B**, ideally face-to-face, and give out the sheets. Make sure Sts can't see each other's sheets. Set a time limit (e.g. five minutes) for Sts to read their questions. Help with any vocabulary problems as necessary.
- Focus on **a**. Tell Sts that their questions are different and the objective of the activity is to see who knows more about animals. **A** asks **B** his / her questions first and **B** answers. If the answer is right, **B** gets one point. If he / she gets it wrong **A** should give the correct answer. Remind Sts to explain the correct answer with the additional information underneath each question. When student **A** has finished asking his / her questions, Sts swap. Encourage them to use their own words rather than simply reading out the information.
- When both Sts have finished asking their questions get feedback to see who got more right answers in each pair.

9B Talk about it

A pairwork activity

Sts write notes in circles about food, then use the notes in each circle to discuss food-related topics with their partner. Copy one sheet per student.

Language

food vocabulary

- Put Sts in pairs, **A** and **B**, and give out the sheets. Focus on **a**. Make sure Sts understand that they should only write words or phrases in the circles, not complete sentences. Set a time limit for Sts to write answers in as many circles as they can.
- When they have finished focus on **b**. Demonstrate the activity by asking a student *What did you write in circle 1?* Ask him / her follow up questions to continue the conversation and then tell him / her what your answer to circle 1 is.
- Sts take turns to ask each other about the circles. Tell them that they can talk about the circles in any order. Remind Sts to ask follow-up questions. Monitor and help where necessary.
- When they have finished get feedback from the class, for example to see if any Sts had written the same thing in a circle.

10A About the UK quiz

A quiz

Sts complete a quiz about life in the UK. Copy one sheet per student.

- Put Sts in pairs and give out the sheets. Focus on **a**. Explain to Sts that these questions are typical of the ones that are asked in the 'Life in the UK' test – a test which people over 18 and under 65 have to do if they want to become a British citizen.
- Set a time limit for Sts to complete the quiz individually. Monitor and help with any vocabulary as necessary.
- When Sts have finished, focus on **b** and get Sts to compare their answers with their partner. Encourage them to give each other reasons for choosing their answers.
- When Sts have finished comparing and discussing their answers, check answers with the class and ask Sts to score their tests. One point for each correct answer.

Politics	Geography
1 c (NB elections can be called earlier under special circumstances)	1 b
2 c	2 c
3 b	3 b
4 c	4 a
5 b	5 a
History	Sport
1 b	1 a
2 b	2 b
3 c	3 c
4 c	4 c
5 a	5 a
The arts	
1 a	
2 b	
3 a	
4 b	
5 b	

Extra idea

- When they have finished ask Sts what questions about their country they would ask to people who wanted to come and live there.

10B Do you remember...?

A group race

Sts answer questions to revise the content of the coursebook. Copy one sheet per group of three or four.

Language

relative clauses
vocabulary revision

- Put Sts in groups of three or four and give out the sheets. Set a time limit, e.g. 15 minutes, and tell Sts that this is a race to see how much they can remember about the content in the book. They have to answer the questions without looking in their books to find the answers. The first group to answer the most questions correctly within the time is the winner.
- When the time is up, check answers with the class.

1A	Frida Kahlo	6A	TED
1B	Edinburgh	6B	Without a mobile phone
2A	<i>Spell it out</i>	7A	QI
2B	<i>Boy</i>	7B	Pharmacy
3A	Sophie Calle	8A	2,500
3B	<i>Gladiator</i>	8B	Mongolia
4A	Talk to me London	9A	vegan
4B	Portuguese	9B	<i>How to eat out</i>
5A	mindfulness	10A	Kamila
5B	Muhammad Yunus	10B	squash

Extra support

- Monitor and check that the Sts are not having too many problems remembering the answers. If you see that they are, you could always give them the option of looking in their books.